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Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisinal tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober, April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

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AN ANALYSIS OF STUDENTS' EXTERNAL FACTOR IN INFLUENCING VOCABULARY OF WRITING AT SMA MUHAMMADIYAH BANDAR LAMPUNG

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Abstract

This research aimed to know what external factors improved students' vocabulary and how external factor could give influence students in improving their vocabulary at SMA Muhammadiyah Bandar Lampung. This research was qualitative method which used triangulation method – observation, questionnaire, and interview. The researcher also gave activity to make a free writing. Students could tell story about their life. The result of students' writing was used to prove the result of observation, questionnaire, and interview. The result showed that social factor was chosen by most students. Social factor was also one of external factors that had validity and reliability. It meant that social factor could give influence to students' vocabulary. On the other hand, the result of interview also showed the students' answer. There were different opinions between students and other students. The differences showed good relation between their answers and their score in writing activity. Based on the result, the researcher could conclude that the role of friends and teacher as external factor could influence students' vocabulary.

Keywords: external factor, students' vocabulary.

1. INTRODUCTION

Language acquisition comes from family and environment. Children learn their first language from their family and from their environment. When the children grow up, somehow they need another language that can make them adapt to the new environment. It is the second language. Second language acquisition can be learned individually or with groups of study such as school. The first phase can be started when we were children because children are very easy to absorb what is in his lessons at school or in the neighbourhood.

On the other hand, someone acquires new vocabulary not only from the school and the environment but also through media that he or she reads and listens. Therefore the purpose of acquiring new vocabularies is becoming a proficient speaker foreign language. It is strengthened by Rabadi (2016) vocabulary is a primary part of a language and it is acquired as a central factor of effective communicative skills. Vocabulary is the crucial part for communication. Therefore, the purpose of

acquiring new vocabulary does not only become an adept speaker foreign language but also put the new vocabulary in writing. Before you put vocabulary into writing, you should know well the use of new vocabularies such as meaning and grammatical function. Brun-Mercer and Zimmerman (2015:2) said that successful written involves knowing a ton of words, as well as knowing them well. Before starting to write we must know the meaning of the word, the word usage, and grammatical function. That makes us easy to pour new vocabularies into sentences or paragraph.

However, one's vocabularies can be influenced by some factors; they are internal factor – it is coming from themselves, such as; intelligent, age, time, etc. and external factor – it is coming from outside such as; motivation, environment, opportunity. Sometimes, some students can learn language quickly and easily but some others cannot. It is because the students have different internal factors that guide them to accomplish in language learning, internal factors include

intelligence, age, personality, and motivation. On the other hand, external factor-relate to environmental. It is in line with Ellis (1997:24) said that external factor relates to the environment in which process learning occurred. The environment plays a role in its developing a language in a person. Therefore, one does not only get new vocabularies in school but also get in the environment.

2. LITERATURE REVIEW

Vocabulary is a crucial part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Many people have problems in memorizing vocabulary while they are talking to other people. If someone does not have enough vocabularies, it will be a problem for him or her in communicating with foreigners. (Alqathani 2015) states that vocabulary is often viewed as an important device for second language learners because a limited vocabulary in a second language prevents successful communication. Vocabulary has an important role in learning second language. Without mastering vocabulary we cannot be successful in communication. However, without having a lot of vocabularies we are also difficult to read books or articles in English not only read but also write a letter to institute abroad. So, learning vocabulary is very necessary for every individual second language learners in order to communicate well. Therefore, vocabulary knowledge is often viewed as a vital instrument for second language learners because a limited vocabulary in a second language interferes with successful communication (Alqatahtani 2015).

The use of vocabulary is not only for communication and also for supporting others skill. (Naeimi and Foo 2015) said vocabulary learning has been regard as one of the main components for developing language learning. Vocabulary is a factor that can give influence to all skills for building language learning. Lack

of vocabularies can cause us get difficulties in speaking, listening, reading, and writing.

Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). When students know writing is productive skill, they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. (Huy 2015) said that writing is a necessary instrument to support other skills. If a student has good writing ability, they can speak and read the text more effectively. It is in line with (Javed, Juan, and Nazli 2013) stated that writing skill is considered a cognitive challenge. It helps to assess language competency, recalling capability and thinking ability. Writing is the creative process because it is a process of reaching out for one's thought and discovering them.

Writing is one of the linguistics abilities using imagination in the process of putting thought into writing (Third Year student, 1994, National University of Singapore) as cited in (Huy 2015). However, (Johnstone, Ashbaugh, and Warfield 2002) as cited in (Javed, Juan, and Nazli 2013) stated writing is one of the central abilities of English language. It is considered as complex skill for foreign language students. It is confirmed by (Berman and Cheng 2010) as cited in (Cole and Feng 2015) defined that they recognize writing skill is difficult to comprehend than others skill. Based on some theories above, I assume that writing is one skill that makes students unable to comprehend it. The learners get difficulties in putting their ideas.

There are some external factors in writing include motivation, opportunity, and environment can bring about students' positive attitude toward the instructor and subject. External factors include motivation; motivation in external factor affecting to language learning of learners. In fact, once learners have no interest in language learning, their progress learning

is no longer successful. Motivation which comes from outside somehow helps to raise learners' interest in learning through joining enjoyable activities with positive attitudes. Opportunity – factor is guiding the learners to achieve what learners' wanting during learning language process. Giving chance to learners in practicing their language in different situation is the opportunity to use or deal with language. Otherwise, Environment – factor is from people who live around the learners, such as; parents, brother, sister, family members, friends, etc. This factor is very effective for learners in language learning competency. Many parents take a good effort supporting their child to learn a language at home by which attempting to use English.

3. METHODOLOGY

This research used qualitative research. Qualitative research was exciting and important. Through qualitative research, I explored a wide array of dimensions of the social world, including the understandings, experiences, and imaginings of our research participants. I used qualitative method to make the explanation truly and well-organized by using observation, test, questionnaire and interview. I described how external factors influenced students' vocabulary in writing.

The research had been done at SMA Muhammadiyah Bandar Lampung. The reason why I chose this school was because the school gave a chance to do my research where the students who learnt there had problems in mastering English as a Foreign Language (EFL). Besides that, this location of this school is near from my college, so it is easy when I want to do my research. In conducting my research, the population was tenth grade with the number of students of were 216 and the sample was tenth grade of MIA 1 with the number of students were 36.

The processed to analyze data in this research conducted when collecting data

and after collecting data. The data was collected through observation, assignment, questionnaire, and interview. The observation, I retold about what I observed during learning activities in the classroom. After the observation, I gave them activity to write a freely story. Then, I count how many vocabularies that students used in their writing by using word types. From students' writing, I would know their knowledge of vocabulary. The result would decide who had the highest and the lowest. I took the two highest scores and the two lowest scores. Then, I gave questionnaires to all students in classroom to support the result of observation. The questionnaire had indicators in each question. The indicators were about 'interaction', 'opportunity', 'social factor', 'motivation', and 'environment'. According to Setiyadi (2006:54) questionnaires could be used in quantitative and qualitative research. In qualitative research, questionnaire was more effective to direct the respondent to give the data. The questionnaire in this research used 5 scale of Likert Scale to show the range from strongly disagree to strongly agree.

4. DISCUSSION

From the observation, the class observed showed many characteristics of students in a class. Based on the observation, most of the students had good atmosphere with their teacher and friends in class. It showed that a good teaching environment in class was very important. The teacher gave chance for students in every meeting for answering the question. The teacher also often helped students by giving additional and memorizing vocabulary. The memorizing vocabulary was one of the teacher's ways to motivate students remembering vocabulary. It made some students had interest in learning English, they gave full attention and answer what teacher explained and asked.

Sometimes, some students asked about words that they did not understand the

meaning or about material but some students did not. Some students were very active but some students were not. Some student looked like felt uncomfortable in the classroom because they did not have good communication between student and each other. The students just kept silent and write everything that teacher wrote on whiteboard. Thus, feeling shy to other students might be appeared in the classroom. The first finding was shown that students could get new vocabulary from their society or their environment as external factor. The external factor could help or not in improving vocabulary was depending on students.

After finding the result of observation, I went directly to the questionnaire. I also made discussion of the questionnaire result. The finding was about data calculation of students' answer in questionnaire. The result was shown in table 4.1. Then the result was strengthened by using SPSS. The finding was about data analyzing of students' answer in questionnaire by using SPSS. Based on figure 4.1 and 4.2, it showed that most of questions were valid and reliable. From all result of questions, it was only social factor indicator which all the questions were in validity and reliability category. It meant that social factor was one of external factor that could influence students in getting new vocabulary. It showed that the social factor could influence students' vocabulary in writing. Asking their friend and asking their teacher were included social factor.

The result of questionnaire could be seen from the result of observation. It was shown that the teacher also often helped students by giving additional and memorizing vocabulary and classmates often helped in finding the meaning of vocabulary. It meant that social factor was one of the external factors that influenced students' vocabulary most. The students realized the role of their friend and their teacher was very helpful. So, external factor could improve students' vocabulary

by having good society with other friends and teacher. The third data collection was interview. The interview was done by asking four students with some questions and transcribed their statements to find the main idea of their answers. I had made some main ideas of questions. The main idea was about the students' opinion about their friend, teacher and surrounding. After getting all of the main point, I stated them into the findings of discussion. The interviewees' answers indicated that the role of the teacher and the other friends were very helpful, they made them gaining vocabulary as much as they could. The students' answers to the questionnaire were really related to what I guessed. Students also really showed a good significant answer to support the result of observation and questionnaire. The guessing answer was about how external factor influences students' vocabulary. I took four students and I divided them into two bases.

In interviewing, the interviewees gave good answer about external factor could influence students' vocabularies. Their answers showed that the role of their friend, the role of their teacher were very important. They said if they did not know the meaning of word or get difficult in translating. They would ask their friend or teacher in class. They also said about the role of teacher that could give influence to students' vocabulary by telling them the meaning of vocabulary. They did not talk only about friends and teacher but also they talked about their surroundings. They realized learning English was not enough if they just study in school. They said that surrounding also gave the same role as school.

In learning English the friend was very important part to make students enjoy. Building good relation with friends in class was very helpful students in learning English. Friend could give good point or bad point. From this interview, the interviewees gave different opinion about their friends, teacher and their

surroundings. Students thought that the role of friends and teacher were just so so. They said that their friends did not help anything for them because they rare to have discussion together. It was in line with the role of teacher. They said the role of their teacher help them little bite. It might that they did not too care about teacher in class. Based on the observation I saw some of students were passive, they just kept silent during teachers' explanation. Moreover, students' surroundings did not help them too much. It proved that the external factor did not give influence too much for students. Based on the interviewees above showed that external factor could give influence to students' vocabulary. The highest score gave good point of view about their social factor in helping them to get new vocabulary. On the other hand, the lowest score gave different opinion about their friend, teacher and surrounding. All of their answers were proved by their score of writing. It meant that social factor could give good influence to improve students' vocabulary. I realized that good surrounding could give good influence to students in learning.

5. CONCLUSION

In this part, I re-told again about what I have done in my research. The result of my triangulation data – observation, questionnaire, and interview would be represented again in this part and I would make conclusion for all the result data. The present research attempted to examine and describe the external factors influencing students' vocabulary in writing at SMA Muhammadiyah Bandar Lampung. There were some manifest from the result of triangulation method – observation, questionnaire, and interview. I also showed the data of learners' writing score as an additional evident for strengthening the result. From the result of observation, I could see the background of students' vocabulary. Students were very active to ask some words that they did not

understand the meaning. The role of teacher was also good. Then, the final result of the measurement questionnaire indicated students' choice in every question. From the questionnaire, questions number 6, 7, and 8 which were indicated to social factor. The result of questionnaire was also confirmed by the result of interview. The result of interview gave the significant result of students' external factors. Based on the students said that they had new vocabularies from their friend and teacher by asking and discussing with them about the vocabulary. Then, I also made comparison of students' answer to give deeper information how the social factor influence students' vocabulary. The all result showed the same point was about social factor indicator. Social factor was one of external factors that could influence students' vocabulary. It started from the teacher. In classroom, teacher gave a chance for students to answer questions and the teacher helped them to memorize the words. Based on the result of questionnaire, the result of percentage was indicated to social factor. Moreover, students realized that the role of friends and teacher were very important even though some students did not. Students also said that sometimes when they had teamwork, their friend help them in solving the meaning of word. It was clear that social factor became factor that influence students' vocabulary in writing.

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